



A Guide to Maine's Local Alternate Assessment (LAA) Performance Indicator Rubrics

Students may participate in the Local Assessment System through any of three avenues (standard administration, accommodations, or alternate). A team must make the decision as to which avenue(s) is appropriate for an individual student. The avenue of participation may differ from Content Areas, Content Standards, and/or assessment types (i.e., student may use accommodations for a task related to ELA Content Standard A, but participate in a task related to ELA Content Standard E through alternate assessment). A list of approved LAA accommodations (*Accommodation Options for Local Assessments*) is provided in the *Local Assessment System Guide with Embedded Components for Accommodations and Alternate Assessment*. Accommodations are designed to provide access to the assessment for students without changing the content of what is being measured.

The LAA Rubrics are designed to supplement those provided for planning and implementation of the MEA Personalized Alternate Assessment Portfolio (PAAP). The LAA has been designed to allow flexibility for participation in the Local Assessment System for those students who, for at least some of the Content Standards or assessment types being used in a district, require accommodations so significant that they would compromise the validity of the assessment (i.e., student would need accommodations that are not listed in *Accommodation Options for Local Assessments*). The LAA will provide a pattern of performance over a grade span to allow for reliable judgments about an individual student's level of achievement related to Maine's *Learning Results*. A broader picture will emerge as the student results on Local Assessments are looked at along with results on the MEA PAAP. The population appropriate for inclusion in this alternate avenue to assessment may include students with Individual Education Plans (IEPs) who have significant disabilities, Limited English Proficiency (LEP), or 504 plans to access curriculum, instruction, and assessment based on Maine's *Learning Results*.

Local Alternate Assessment (LAA) Performance Indicator Rubrics

Rubric Levels

The LAA Rubrics, like the PAAP Rubrics, provide a common basis for the planning and assessment of standards-related instruction and assessment in a system that allows students to work on the Content Standards, Performance Indicators, and tasks best suited to their individual needs. LAA Tasks may be aligned with the PAAP and/or LAA Rubrics for the Content Standards and Rubric Level on which the student is working. Rubric Level 1 is based on the Maine *Learning Results* Performance Indicators for Pre-K-2; Rubric Level 2, grades 3-4; Rubric Level 3, grades 5-8; and, Rubric Level 4, grades 9-12. The first two Rubric Levels include developmentally backed down Performance Level descriptors written to ensure access to instruction and assessment for all students.

The other two Rubric Levels (3 & 4) are more holistic, since they correspond to grade levels being assessed on the MEA.

Student work included in a LAA aligned to Rubric Levels 2, 3, or 4, must be done using materials designed for students at or near the grade span on which the Rubric Level is based (ex., In order to score at Rubric Level 2, a student must be using material formatted for grades 2-4). The format levels for materials are described in the PAAP and LAA Rubrics *Developmental Characteristics of Reading* and *Developmental Characteristics of Writing* in the ELA Section.

Format of the LAA Rubrics

The LAA Rubrics are formatted by Content Area, Content Standard, and Rubric Level. There are three Content Area Sections, each color coded: 1) English Language Arts (pink); 2) Health and Physical Education (buff); and 3) Social Studies (yellow). At the top of each page, the reader will find a header with the Content Area; Content Standard letter and title (as written in Maine's *Learning Results*); and the Rubric Level. The *Learning Results* student expectations for that Content Standard are written in italics below the Content Standard.

The header of each page is followed by a five column table. The fifth column, in bold print consists of the *Learning Results* Performance Indicators for the Content Standard as written for the grade span on which the Rubric Level is based. For Rubric Levels 1 and 2, each Performance Indicator is backed down developmentally as one reads the columns from right to left. The descriptors for each Performance Level provide measurable descriptors for specific Performance Indicators. The developmental Performance Levels range from Performance Level 4, identifying the knowledge and skills that are needed to meet the standards for that Rubric Level; to Performance Level 1, the access point for each Performance Indicator at that Rubric Level.

Districts in which teachers, for all or part of the LAA, are using the PAAP/LAA Rubrics to plan instruction and score student performance, must align LAA tasks with those Rubrics. Individual tasks would then be aligned to the PAAP/LAA Performance Level descriptors for the particular Content Standards and Performance Indicators selected as appropriate for inclusion in a student's instructional program (ex., IEP). Teachers are encouraged to adopt, adapt, or develop assessment tasks that allow the students the opportunity to move to higher Rubric performance levels than what the teacher expects is their current level of performance. By keeping this element in mind, teachers will prevent the capping of student performance through the task design. Local districts will determine how and when to collect the resulting work; combine it with forms that make it possible for adults other than the teacher to score it reliably (PAAP Entry Slips and Task Descriptions may be used); and plan scoring based on the district's Local Assessment System plan. The MEA PAAP and LAA Rubrics can be found online at www.mecas.org/paap/rubrics.

****All of the Rubrics used for the MEA PAAP may also be used for Local Alternate Assessment. The Local Assessment System includes three additional English Language Arts Content Standards, and all of the Content Standards for Social Studies and Health and Physical Education. Rubrics for those Content Standards are available in the Local Assessment Section of the PAAP Web Page at www.mecas.org/paap/localaa. You may get further information on Local Alternate Assessment requirements in the Local Assessment System Embedded Guide for Accommodations and Alternate Assessment through the same URL.***